Mini-lesson: Shared reading

Purpose: Day 2—Filling in the picture

Date:

Grade: 5

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| **Lesson component** | **What the teacher says…** |
| Connection:  Envisioning is also about paying close attention to people and places in historical context | Readers, yesterday we started reading “Ballad of the Landlord” together and got to know the text. Today we are going to deepen our understanding of this poem by envisioning—creating a mind movie as we read. |
| Teaching:  Focusing on the speaker in this poem is important to truly understanding it. There is a very intentional progression from beginning to end of this poem that underscores “power and resistance” and you should have kids notice stanza by stanza how the tone/mood changes.  This will help you to have a stronger discussion on Day 3 about the “message.” | Listen while I read the first stanza and tell about the mind movie I see when I envision this section of the text.  (read)  Hmm, I’m noticing that the speaker in this poem is addressing the Landlord, so I am imagining two people talking in an apartment. The speaker also mentioned a leaky roof, so I am imagining some water stains on the wall and maybe a bucket set under a leaky part of the roof. |
| Active Engagement 1:  Kids can revise and add to the images they have created as they read and gain more information | Listen while I read the next two stanzas out loud. Concentrate on the mind movie you create by actively listening.  (read)  Turn and talk to a partner about what you envision from this poem.  (take a few examples) |
| Teaching, cont.: | Let’s keep going. Listen carefully while I read and follow along with your eyes. |
| Active Engagement 2: | Who would like to share something else they imagined as we read this text? |
| Closure: | Readers, today we used mind movies to get more familiar with the action in this poem. Tomorrow we’ll start thinking beyond—or around—the text by inferring. |